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ABSTRACT

Materials contained in this career education implementation guide (one in a series of seven) describe the function and structure of career learning centers (CLC). Major topics discussed include services and strategies, resources, staffing, facilities, evaluation, and budget considerations. Appendixes contain a list of resources and a sample responsibility description for the position of career learning specialist. (TA)

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ROSEVILLE AREA SCHOOLS
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CAREER EDUCATION DISSEMINATION PROJECT

IMPLEMENTATION BOOKLET #5

CAREER LEARNING CENTERS

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BOOKLET #5 - CAREER LEARNING CENTERS

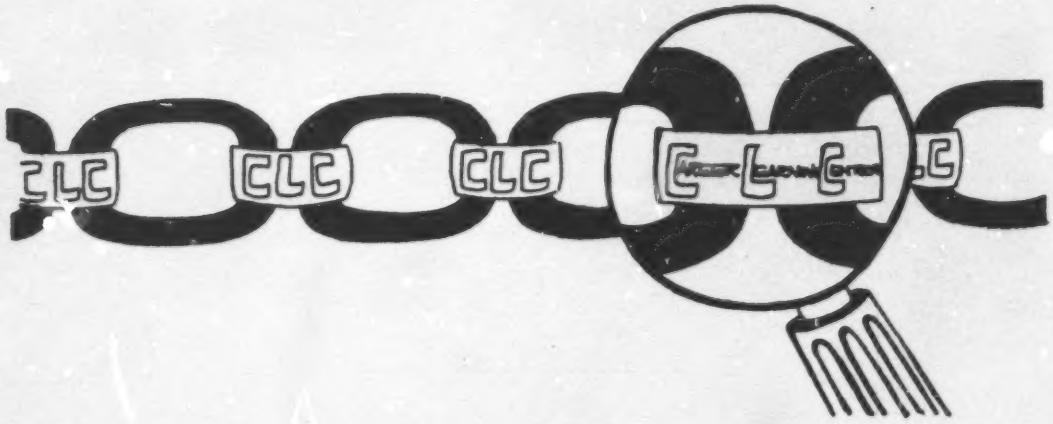
OVERVIEW

The career learning center, the crucial element in the learner centered concept of career education, can be called the "coordination of resources supporting career education in a specific school setting."

While all centers described here are similar in that they provide direct services to students, staff and community members, their design or floor plans will vary with district needs and grade-level building needs. All centers need a visible location in a school building, while maintaining enough flexibility to be a mobile service. (See section on "Facilities.")

Although staffing patterns may vary greatly between schools, every career learning center (CLC) must have someone designated with time and responsibility to carry on the coordination role. District wide coordination of the centers is necessary to effectively utilize educational materials and community resources as well as to provide job role support for the center personnel.

The most challenging component of career learning centers is to establish linkages between staff development, curriculum and community involvement in order to maximize effective usage by students, staff and community.



Assuming that there has been established a need for a career learning center through a needs assessment, the first step is to create a steering committee of interested potential supporters and users reflecting the school population. This group might consist of a mainstream subject area teacher, a guidance counselor, perhaps a representative of special interest groups and several students from different grade levels. It is this group which will promote acceptance and use of the career learning center by staff and students and supply guidance, support and advice to the operation of the center.

The key to success is response on the part of staff, students and community. Therefore, it is important that all aspects of a career learning center be examined by the steering committee if the center is to be used and supported by the various school and community populations. Such things as the functions of the center, existing resources, additional needs, staffing, locality and physical facilities, as well as budgetary requirements, must be considered in creating linkages between student learning activities in the school and in the community, guidance functions and staff resources.

SERVICES AND STRATEGIES

Student Services and Strategies

Student knowledge of career planning resources can initially be determined by checklists administered through a required class, such as social studies or English. If this approach is used, the career education specialist and/or guidance counselor could make arrangements with the teaching staff involved and possibly administer the instruments. The following "quiz" was developed to determine the needs of one junior high school in the Roseville Area School District:

CLC QUIZ

Name_____Date_____

Teacher_____Period_____

_____ 1. If you have some free time during a study hall, you could go to the CLC which stands for: a) Career Life Club 2) College Learning Center c) Career Learning Center.

_____ 2. The occupational file in the CLC has information on: a) Over 50,000 jobs b) Financial aid such as loans and scholarships c) Neither of the above.

_____ 3. An occupational brief gives a description of: a) How to get a job quickly b) Work performed, qualifications, requirements, outlook and earnings c) Your previous job experience.

_____ 4. Most of the materials in the CLC: a) Can be checked out b) Are for use by teachers only c) Cannot help you make decisions about your future.

_____ 5. The number "916" identifies: a) The Roseville School District b) The Vocational-Technical School for the North St. Paul area c) The prefix for all Social Security numbers.

_____ 6. The Popeye comic books in the CLC: a) Cannot help you learn about career opportunities b) Cannot be checked out c) Are organized by the cluster system.

_____ 7. Inside Fairview is the name of: a) The new school paper b) A list of interests and jobs of the staff here at Fairview c) A movie made by a drama class.

_____ 8. The initials D.O.T. stand for: a) Double over time b. Dictionary of Occupational Titles c) Daily outlook temperature.

_____ 9. A monthly magazine with up-to-date information on occupations which is found in the CLC is the: a) Career World b) Occupations Unlimited c) Job News.

_____ 10. The Occupational View-Deck can give you some ideas about occupations for which you might be suited by putting together: a) Your interests and temperaments b) Your educational goals, physical requirements and desired working conditions c) Both of the above.

_____ 11. In the CLC you: a) Could get information about part-time and summer jobs b) Could not get information about the Social Security system c) Could not get information about training institutions.

_____ 12. The CLC: a) Does not have color-sound filmstrips of people on the job b) Has games such as "Careers" and "Life" which can be checked out to the Relax Room c) Cannot give you help in choosing high school subjects.

_____ 13. Come to the CLC if you would like to: a) Find out more about yourself and talk about the opportunities open to you b) Learn how to fill out applications, what to do and say during an interview c) All of the above.

_____ 14. How many times have you used the CLC? a) Several times b) At least once a week c) Not at all.

_____ 15. Did you use the CLC as part of: a) A class assignment b) On your own c) Both d) Neither

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The services offered to students and the strategies used to make students aware of those services will be determined in part by: 1) the grade level of the building (whether middle junior or senior high) and 2) whether students have discretionary free time during the school day.

Often with fewer study periods, senior high students may use the center to request information and return later in the day to pick it up or return it. The senior high students are usually more concerned about post-high school training, including financial aid information, specific career information and job placement rather than discovering their interests or abilities or career exploration. Current information about the job market, college entrance, the military, and courses of study offered by various post high school training institutions will be in greater demand

at the senior high level than films depicting occupations or self awareness and interpersonal skills-building activities which are popular at the junior high level.

Junior high students are more attracted to the center by colorful resources, gadgetry and a comfortable atmosphere and they usually have more free study time during the day in which to come to the center on their own. Inasmuch as there is some distance between themselves and high school graduation they have more time to explore various occupations, assess their talents and relate them to occupations of interest, play occupational games, and talk to the center specialist.

In schools where there is no free study time, it is necessary to reach students through classes and, therefore, teacher use and support of the center is the key to involving students. More orientation will be necessary on the part of the coordinator of the center and more time will have to be spent on staff promotion.

The same class period the knowledge of career planning resources instrument is administered would be an ideal time to conduct a career learning center orientation session. An agenda such as the one that follows might be adapted to fit the time available and the local situation.

CLASSROOM ORIENTATION FOR CAREER LEARNING CENTER

2 minutes	Introduction
10 minutes	Administration of "CLC" Quiz
12 minutes	Career learning center slide presentation
6 minutes	Discussion and introduction of terms: Decision-Making Interpersonal Competencies Self Esteem
10 minutes	Self Awareness Activity An activity which helps students think about what kind of person he/she is, what his/her interests are, etc. should be used as an initial self awareness activity. (Part I of the Ohio Vocational Interest Survey, Harcourt Brace, Jovanovick, Inc., New York, contains some excellent interest and job interest questions which could be used.)
10 minutes	Description of resources and services available in the center. Examples should be brought into the classroom

Lenth of time - 50 minutes

Another strategy would be to have the teacher bring the students into the career learning center for the orientation assessment. In this way students get to see first hand what the center is like and become familiar with the setting, staff and resources. Handouts can easily be created which introduce students to working in the career learning centers and the resources available there.

Once the students have been in the center and see what is available to them it is hoped that they will feel free to come back to the center and use the resources to continue their career development.

Students can be served in the center by help with classroom assignments and research projects as well as on an individual basis depending on their needs and interests.

A wide variety of experiences is available to the students who come to the center individually looking for career guidance. Simulations such as the "Life Career Game," other games including the popular versions of "Life" and "Careers," career crossword puzzles, comic books, sound/color filmstrips like the Chronicle Guidance Occupational View-Deck or Microfiche viewer might be used to interest the younger students in addition to traditional files of occupational information, books and pamphlets.

Junior high students are often looking for information on part-time jobs and the center should contain localized information on this as well as Social Security applications and job application forms which may be filled out as practice. Opportunities for participating in simulated job interviews can also be offered through the center both in the junior and senior high. Some centers may have access to computer terminals and various career related computer programs which are popular sources of information. The center can also serve as the link between school and community with the specialist arranging student shadowing experiences, field trips, worker interviews, in-class speakers or volunteer experiences. Many schools have a community resource directory and the person in charge of the center should be familiar with its use. The preceding are examples of some of the services that can be offered students in the career learning centers, but by no means all. The examples are listed at the end of this section, but the potential services which can be offered to students are limited only by the imagination of students, teachers and the career learning center specialist.

Classroom related activities tend to be more exploratory in nature in supporting the career education objectives of self-awareness, decision making, interpersonal competence, developing respect for both school and work and occupational awareness. No subject area should be considered exempt from career education activities for some aspect of the students' career development may best be emphasized in each subject.

Staff Services and Strategies

A building survey might be the best way of identifying staff needs and this could be conducted by the designated steering committee, a special task force of members from that steering committee, the career education

coordinator or the career learning specialist if one has already been hired. See Section on Staffing.) To maximize the impact of the survey, an explanatory presentation should be made at a staff or department meeting or a staff memo. Following is an example of one survey which could be adapted for use in specific school systems.

---

1. Many teachers are relating career choice possibilities to course content as a means of increasing relevance to out-of-school life. Are you interested in learning more about how to do this in your teaching?

   Yes_____ No_____ Uncertain_____

2. Do you perceive students as having difficulty recognizing the relevance of school work to their current or future "real life?"

   Yes_____ No_____ Uncertain_____

3. Would you like consultation help in implementing a career relationship unit for your class?

   Yes_____ No_____ Uncertain_____

4. Do you or does your department, have career information materials, bulletin board displays, etc., that do a satisfactory job of showing career relationships?

   Yes_____ No_____ Uncertain_____

5. Would you be in favor of establishing a staffed career learning center in this building to assist staff and students with career development needs of students?

   Yes_____ No_____ Uncertain_____

Signed (Optional)_____

Department_____

Use by staff may run the gamut of bare acknowledgement from those who are change resistors to enthusiastic use by those who are innovators constantly looking for new ways to help their students. Innovators will be the ones to use the curriculum guides emphasizing career development and encourage their students to explore the services and resources offered in the centers by arranging class group visits and assigning career oriented projects.

Center services offered to staff need explanation and constant promotion through personal contacts, memos, and reminders at staff meetings. This is especially important in the early stages of center organization when both the staff position and the center concept are new. Ideas for this type of promotion are listed at the end of this section.

Services which can be offered to the teaching staff include:

... Help in the classroom with career-related presentations and simulations (such as the "Life Career Game," interviews, etc.)

... Administration of student interest questionnaires, personality checklists, etc.

... Mobile carts of career related resource materials

... Materials searches

... Arrangements for field trips, tours, speakers, shadowing experiences

... Assistance to small groups and individuals in the center on research projects, interpersonal skills, decision-making skills and self-awareness activities

Non-classroom assistance can be offered also in the form of center-located resources such as curriculum guides and reference materials which may be checked out. Arrangements can be handled through the center for staff experience in the community or bringing community people into the school and suggesting ways in which these might be incorporated into the classroom. Center staff can assist in curriculum writing by working with staff in suggesting resources and activities in formulation and writing and promoting its use by other teachers via displays (in workshops and open houses) and individual contacts.

Community Services and Strategies

While difficult to definitely assess the needs of the surrounding community, it is important to respond to those needs as they arise and develop avenues of outreach.

Parents and other members of the community should be encouragad to use the centers in the interests of their children and for their own career development needs whether occupational exploration or assessing one's job interests. Opportunities to acquaint them with the services offered in the center may arise at parent teacher group meetings, education seminars, conferences and/or workshops sponsored by the school or community education.

Interested groups, such as Scouts, 4-H Clubs, etc., might even be able to schedule after school time in the center to use its resources and ideally arrangements might be made for the center to be open in the evenings for use by community people.

Use of community volunteers in the center is discussed elsewhere in this booklet.

Promotional Strategies

The need for constant promotion to make staff, students and community aware of the existence of the career learning center, the resources and services it can offer has been emphasized throughout this section. Following are some specific strategies which have been tried and proven effective:

... After school coffee hours or all day open house for staff

... Personal staff contact in lounge, dining room, hall, etc.

... Public address system announcements

... Brochures aimed at a specific audience (students, staff, or community)

... Articles in school or community newspapers

... Newsletters

... Presentation, displays, and/or open house at parent night meetings, orientation for new parents and students, PTA, PTSA meetings, etc.

... Bulletin boards, signs (motto of the month is one idea)

... Sound-slide presentation showing the center and resources

... Memos to individual staff members noting new materials which might be helpful, activity ideas, etc.

... Classroom orientation for students

... Presentations to staff at faculty meetings, department meetings, etc.

RESOURCES

In order to appeal to students, school staff and community, career learning centers must contain a variety of printed and non-printed resources, both locally and commercially produced.

Printed materials include books and pamphlets on occupational or career development topics, occupational files containing briefs of specific information, charts, posters, games, simulations, catalogs, interest and ability questionnaires, and a wide variety of activity sheets. (Several samples including briefs, are available from commercial publishers on a regular subscription basis.) Others may be purchased from local sources or educational publishing houses. Several large corporations such as Northwestern Bell Telephone Company and J. C. Penney Company offer materials

free or very inexpensively through their educational divisions. Professional organizations and educational institutions also offer a wide variety of free materials including pamphlets about specific career fields or catalogs describing courses and requirements for a chosen field. Successful career learning specialists are constantly looking for free and inexpensive career related materials in magazines, books, newspapers, stores, radio and TV presentations and through the recommendations of others.

School produced materials can be especially important for staff use. All locally written curriculum guides or activity resource books should be housed in the center and accessible to staff. Field-tested curriculum may be available directly from other schools or obtainable through a common source such as the State Department of Education, the National Network for Curriculum Coordination in Vocational and Technical Education, the ERIC Center for Career Education at Ohio State University or the National Career Education Clearinghouse at the University of Montana.

Non-print materials are constantly increasing in number and improving in quality. Particularly popular with students are the sound/color filmstrips (many in series form) which deal with interests and values as well as specific occupational topics. These may be easily viewed on automatic machines which students can operate by themselves. There are also numerous excellent films designed more for classroom use and several detailed cassette programs available for indepth research in a specific area.

Perhaps the most valuable resource in career education is the surrounding community. In order to use such a vast resource effectively, many school systems have developed school-community resources directories. Directories can increase and systematize the utilization of the community as a learning resource for students and teachers and to provide a greater variety of experience in the areas of self exploration, career planning, occupational awareness, leisure and volunteer work roles. Directory usage can increase communication and understanding between school and community. The career center specialist should have access to this directory and be familiar with its operation and promote its staff use. (See the Resource Directory module in Implementation Booklet #6 - Community Participation.)

The community may provide another resource in the form of volunteers for work in the career learning center. (See section on Staffing.)

Career related resources are numerous and increasing and in many cases being updated so rapidly that only general suggestions will be made

in this booklet. Several books containing detailed lists of resource materials are included in Appendix I and these may be of value in building a career learning center or enlarging a career learning center. However, before ordering materials, it is wise to check with the library/media center for existing resources. Most librarians are aware of trends in education and many already have accumulated reference materials in the career education field. Working out a cooperative arrangement for use of print and non-print materials will save duplication of time, effort and funds. Most librarians are anxious to have their materials used and may even agree to have them placed in the center.

A definite effort should be made to evaluate materials for their career education oriented content. The following questions might be used to create an evaluation instrument:

Guidelines for Selecting Career Education Resources

1. Does it support at least one career development goal; i.e., self awareness, interpersonal or decision making skills, work or school values, lifestyle or career exploration?

2. Does it fill a need in providing various types of resources; i.e., print, (high or low reading level), non-print, (filmstrips, tape cassettes)?

3. Is it attractive? Easy to use? Reasonably priced? (initial cost? Maintenance or parts replacement? Staff time requirements?)

4. Is it current, as reflected by: a) illustrations (consider apparel, hair styles, cars, etc.) b) content (including references to events, personalities, salaries, etc.)?

5. Does it contain stereotyping or sex roles, minorities or age groups?

6. Does it lend itself to a variety of audiences (classes, small groups, individual students) and teaching/delivery styles?

7. Is the source of the materials or sponsoring body clearly identified so that possible biases are not hidden?

Many filing systems are in use in various career learning centers to organize materials. One of the most popular is the alphabetically arranged Wilma Bennett Filing System.* Flexible and all-inclusive, this system can be utilized with files of career related information or to systematize all resources. If this system is adopted, file folders and labels can also be ordered.

*A complete description of this system is available through Interstate Printers and Publishers, Inc., Danville, Illinois 61832, single copy $3.95.

During orientation of small groups in the center, students are taught how to use the files and other materials so they can work primarily on their own and request aid from the specialists only with specific problems.

Career Learning Center Resource Materials

Activity Sheets - Exercises in self-awareness, checklists and tests to help individuals determine interests and abilities, problems in decision-making and values determination, practice applications and games (including cross word puzzles and word hunts) with a career education emphasis.

Apprenticeship Information - Briefs and guides provided by labor organizations on jobs available and training through apprenticeships.

A.V. Materials - Cassettes, filmstrips, combination kits, films, and records with career education emphasis usually available through the library/media center.

Bibliographies - Lists of sources of additional information for all areas of career education and occupational awareness.

Books, Magazines, Newspapers - Occupational interest subjects available in the Career Learning Center or made available through cooperation of the school library. Monthly publications such as Career World for use in the career learning centers and Real World for classroom use.

Career Briefs - Available from colleges, universities, vocational-technical schools. Usually give background information about the school and its objectives, list major programs, admission and course requirements, financial aid.

Charts and Posters - Show occupational and training programs available at various colleges and technical schools; also jobs available with different levels of education/training. Colorful posters with captions which add interest and stimulate thinking can be purchased from educational publisher/suppliers or be made by volunteers.

Commercial Materials - Suggestions for curriculum use in specific subject areas and general career education materials available free from a number of sources but need to be carefully evaluated before use. Many materials now also available for purchase but actual usefulness in relation to cost should be considered.

Comic Books (with career emphasis) - Geared to interest many students who might not otherwise investigate the career learning center or occupations on their own. Source: King Features.

Community-School Resource File - Locally developed indexed card file system listing possible speakers, field trip and job visitation sites.

Curriculum Guides - Local - or other - school produced guides for specific subject area; often distributed by State Department of Education.

Games - Simulation type for classroom use such as the Life Career Game or popular games such as Careers, Life, Pay Day available through local stores and Career Decisions, Steady Job and Ungame from educational publishers or supply houses.

Interest Tests and Surveys - Available for students in classroom or individual situations - Kuder, PIES, OVIS, Strong-Campbell, Holland's Self-Directed Search, Jenkin's Interest, some standardized tests usually administered by the guidance department.

Occupational Publications - Includes Dictionary of Occupational Titles, Occupational Handbook, Encyclopedia of Careers and others; also briefs by educational publishers such as SRA and CGP for files.

Occupational View-Deck - Manual "mini-computer" system using Temperament Checklist and interest results to suggest suitability of individual user for certain types of occupations; most useful with help for interpretation.

Staff Resource Materials - Reference materials for classroom activities, curriculum writing, and personal/professional growth.

Telephone - A necessity for making local contacts and arrangements for speakers, community shadowing experiences, field trips, and materials.

STAFFING

Much of the success of a career learning center is dependent on the person staffing the center. (This is particularly important when establishing a center.) The career learning specialist's educational background, interests, hobbies, work experience and skills in working with adolescents and adults all contribute to credibility and to subsequent success. (See Appendix III. "Career Learning Specialist Position Responsibility Write-Up.")

Levels of Staffing

There are several alternatives to consider when hiring staff for a career learning center and they are largely dependent on the philosophies of the person(s) responsibility for the district's total career education program and the school's policy regarding "non-teaching" staff. These guidelines will dictate whether your career learning center is staffed by a professional staff member, a para-professional, an instructional aide or various combinations thereof.

The first is ideal, if possible: a teacher/counselor with career education background; a person whose credentials make him/her of equal professional status to the staff members he/she will be working with. This will, if the applicant is indeed a conscientious, talented person, eliminate problems of credibility with staff which may affect the reception of the entire career education program in some situations. It will also allow

the career learning center to "open for business" much sooner, since less extensive in-servicing would be required.

If, for budgetary or other reasons, a para-professional (not a member of the certificated staff, but a highly qualified, experienced person) or an instructional aide (a person with some or no prior college background or work experience) is hired for the position, a more extensive in-servicing program will need to be conducted.

The in-service program can be a cooperative effort, utilizing the expertise of a full range of school staff - counselors, librarians, media specialists, administrators, teachers of different disciplines - community resource people and persons in other school districts with similar responsibilities.

The heart of the in-service training is making the specialist familiar with the basic concepts of career education, various definitions and related issues. "What is career education?" and "How can it be implemented here?" are the two questions that should be central to the training program.

Other topics which should be included in such an in-service are:

... How to promote the center with staff and students

... How to work with the staff and students (in terms of understanding classroom teaching concepts and student behavior pattern)

... How to use the community as a resource including promotions of staff usage

... How to evaluate career education materials

... How to organize and catalogue the center's resources

This would also be the time to clarify the scope of the position's responsibilities and its limitations: How free will the specialist be to function in the classroom? Discipline students? Order materials? Alter physical surroundings? What are the procedures particular to the building? Department? System? To whom will the specialist be responsible? Where can "housekeeping" supplies be obtained?

Visits to operating career learning centers in other buildings or districts and informal discussions with their staffs is a very helpful in-service activity. From these visits much valuable information can be gained?

... What materials or types of materials are used most by staff? Students?

... What activities or strategies have worked well in a given setting?

... What systems work best for organizing and cataloging materials?

... How closely can one work with teachers? Counselors? Librarians? Administrators?

... What strategies work best to inform students and staff that the center is "open for business" and help them become aware of the services it can provide?

Decision making on these issues can then be made on a shared basis among the specialists, their supervisor(s) and building representatives in order to maximize chances for success.

The sharing of experiences at informal staff meetings scheduled periodically throughout the year is recommended. This offers an opportunity for staff growth, for sharing problems and solutions, for learning new strategies, techniques and resources. A monthly meeting at which concerns are shared builds staff morale and creates a closely knit support group.

Support Systems

Of invaluable assistance in the development of a career learning center is the existence of an in-building support system as well as the inter-building staff support group just mentioned. By support group is meant a cohesive team of people who helps its members in areas of action, ideas and human relationships. A support system would consist of a network of groups within the school-community setting that will promote career education. In developing a support system, consider people in terms of the following characteristics: reliability, openness, competency, power, status and willingness to take risks.

The in-building steering committee should have a limited membership - five to eight - so that it can function without the unnecessary delays which are often encountered in larger groups. Its make-up, ideally, should represent all the populations it will serve - teachers, counselors, administrators, parents, if possible, and even students if that is deemed advisable.

In establishing steering committees for the Roseville Project, the building principals were first contacted and requested to assist the staff in sending out a memo calling for volunteers. The ranks of the volunteers were then supplemented by others who were asked to serve on the committee. The criteria for asking individuals to act on the committee were that they had expressed interest in career education, were influential people in the building whose support would be beneficial and/or they represented a population not yet on the committee.

The responsibilities of members would be to encourage staff and students to utilize the center, its facilities and the services of the career learning specialist, to advise the specialist about materials to order, teachers to approach, methods to use in starting up the center, services to promote, channels of communication to explore, etc. The committee could be set up after the initial career learning center organizational phase. A more complete discussion of support systems can be found in Implementation Booklet #7 - Planning and Management, Developing Support Systems.

An intra-district system of coordination for career learning specialists has been found to be very valuable, not only in providing an in-kind

support group, but in all phases of career learning center operation. The district's career education coordinator or program director is the logical person to spearhead such a communication system because of his/her overall familarity with all phases of the program. The district coordinator will be familiar with building/district policy as it related to the work of the specialists and can offer advice and encouragement and function as arbiter in problem areas.

Use of Volunteers

Volunteers have proven to be of great assistance in the day-to-day operation of career learning centers. With a minimal amount of in-service time, parents, and in some cases students, can be trained to assist the specialist with many routine tasks which otherwise would take the specialist away from direct contact with students or staff. Cataloguing and organizing materials, up-dating files and other "housekeeping" chores can be handled easily by volunteers.

With greater in-servicing, parents or other adult volunteers can assist the specialist with small group activities and even be in charge of the center when the specialist is busy in other areas of the building or involved in other tasks which take him/her out of the center. (The local district's policy concerning use of volunteers must, of course, be checked and adherred to.)

In many school systems or buildings a network of adult volunteers already exists. This would be a natural source for the specialist to tap, and he/she should be encouraged to approach the person in charge of the volunteer program and see what arrangements can be made.

If no volunteer system exists in the building or school district, volunteers can often be recruited at parent orientation meetings, PTAs and various school's open houses. An appeal for volunteers could also be included in school newsletters, school newspapers and various other media the school uses to communicate with the community.

When using student volunteers, the specific tasks can be related to the interests and abilities of the student and can in turn assist in the student's career development by allowing them to perform the types of duties he/she might experience in the career they are considering entering. It can also provide a work experience record usable in applying for another job as well as possibility of using career learning specialist as a reference.

For additional uses of volunteers in the career learning center, see the Implementation Booklet #6 - Community Involvement, and the Roseville Project-produced "School-Community Resource Directory Users' Manual."

Two publications which discuss the use of volunteers in greater depth are:

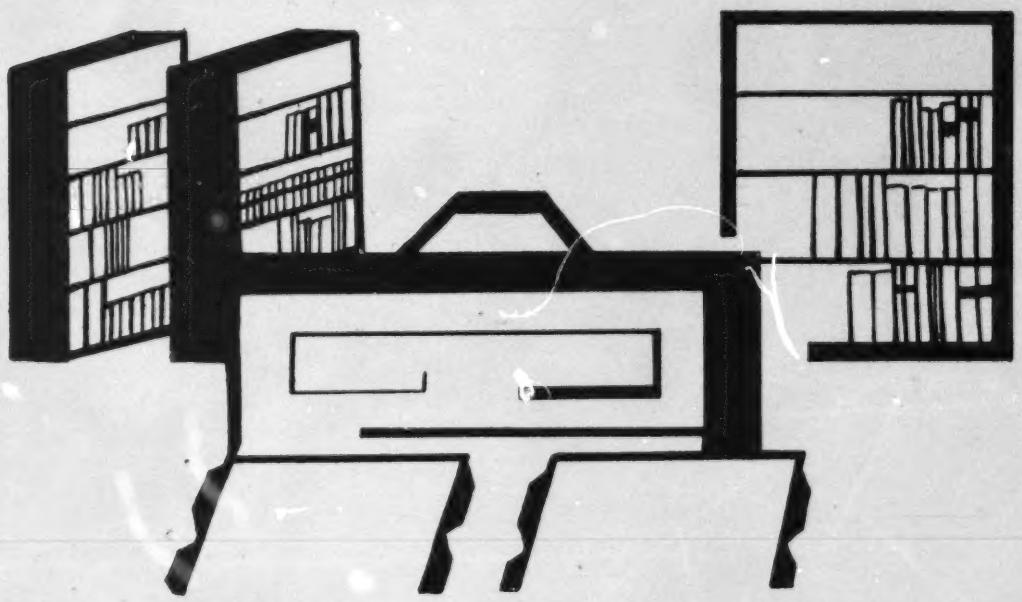
Volunteers in Education, a Handbook for Coordination of Volunteer Programs, prepared by the Recruitment and Training Institute, Administrative Services Building, Temple University, Philadelphia, Pa. 19122, June 1975.

Promoting Student Career Development Through Utilization of Volunteers in a Career Resource Center, Marshall-University High School Counseling and Guidance Department, Project Report 1970-71. Dr. L. Sunny Hansen, University of Minnesota, Project Director.

FACILITIES

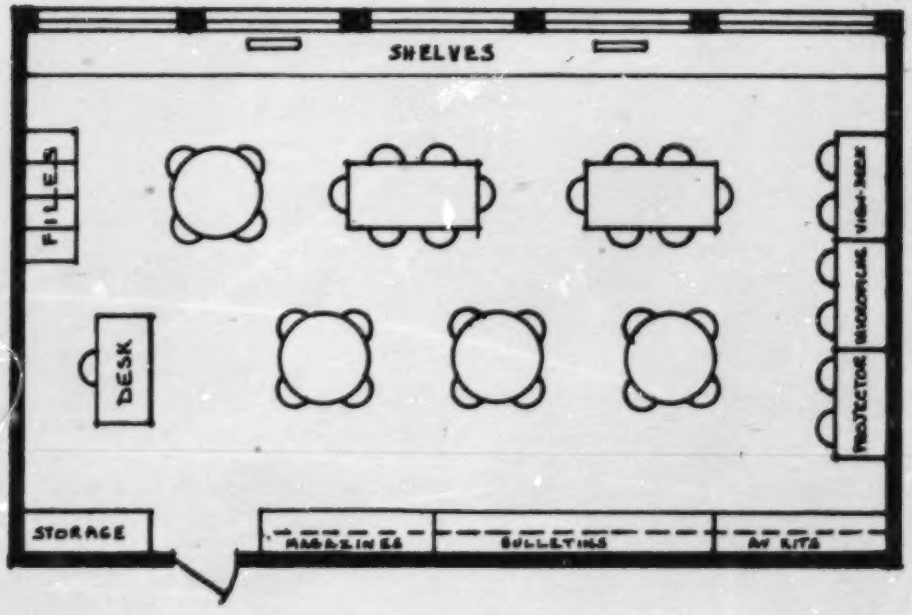
In many instances the career learning center location in the building will determine its unique character. A center located in a self-contained room will vary to some degree in services, character and function from a center located in an open area in the media center. The latter will vary from a center located in, or adjacent to, the guidance office. Each has its advantages and disadvantages and the wise specialist or coordinator will make the most of these in order to create a center which will meet the needs of the users while at the same time offering a welcoming atmosphere. It is important too that the location be convenient to other areas of traffic patterns of staff and students such as office, lunchroom, library and guidance.

While not advocating one location over another, it is appropriate here to describe three types of centers and point out the advantages and disadvantages of each.



The "Self-Contained" Center

Advantages	Disadvantages
Fewer outside noises or distractions	Often out of the "main-stream"
Noise inside will not disturb others	Attract fewer "drop-in's"
More convenient for small group activities	
More appeal for students in lieu of other locations which may carry stigma	
Not subject to constraints which may be imposed by an "advacent" department	
More freedom to decorate and leave materials out	
Materials and equipment are secure	
More freedom to decorate and leave materials out	



The "Adjacent" Center (Adjacent to, or part of the guidance office or media center, etc.)

Advantages

May attract students who weren't planning to come in

Convenient for counselor referral

May share materials or resources with other department

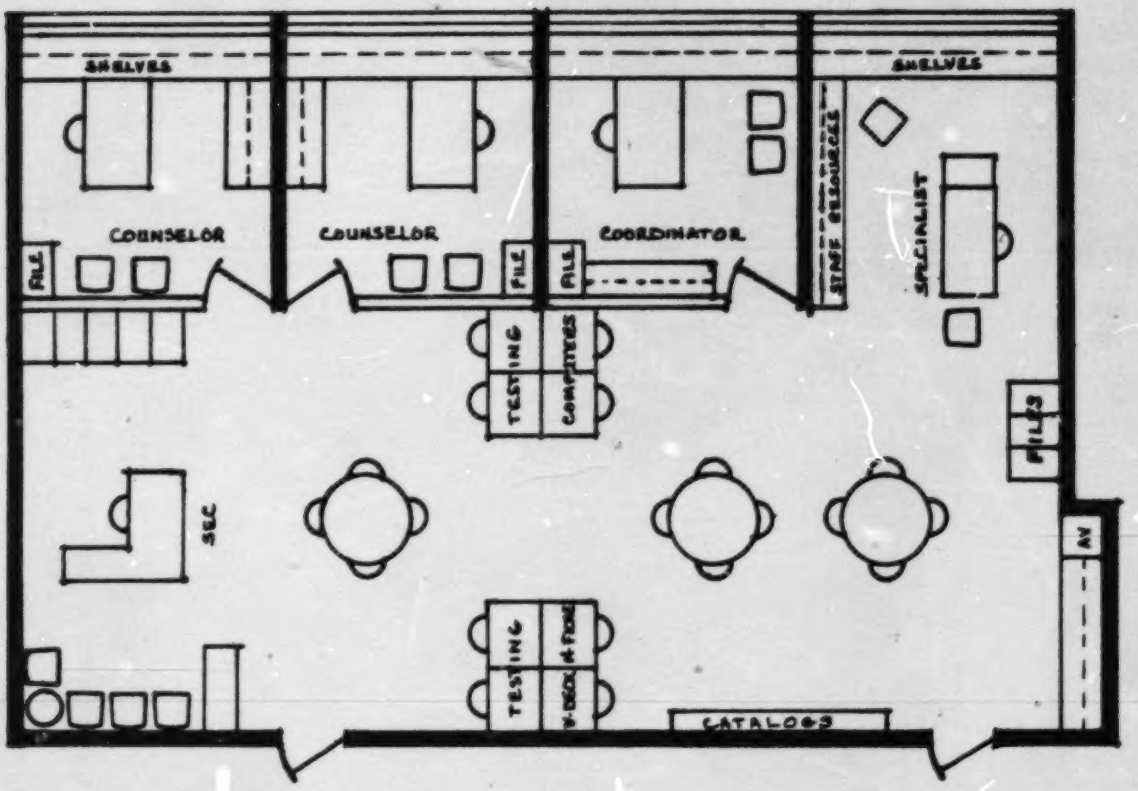
Disadvantages

Noise level must be kept down

Space may be used by "neighbors"

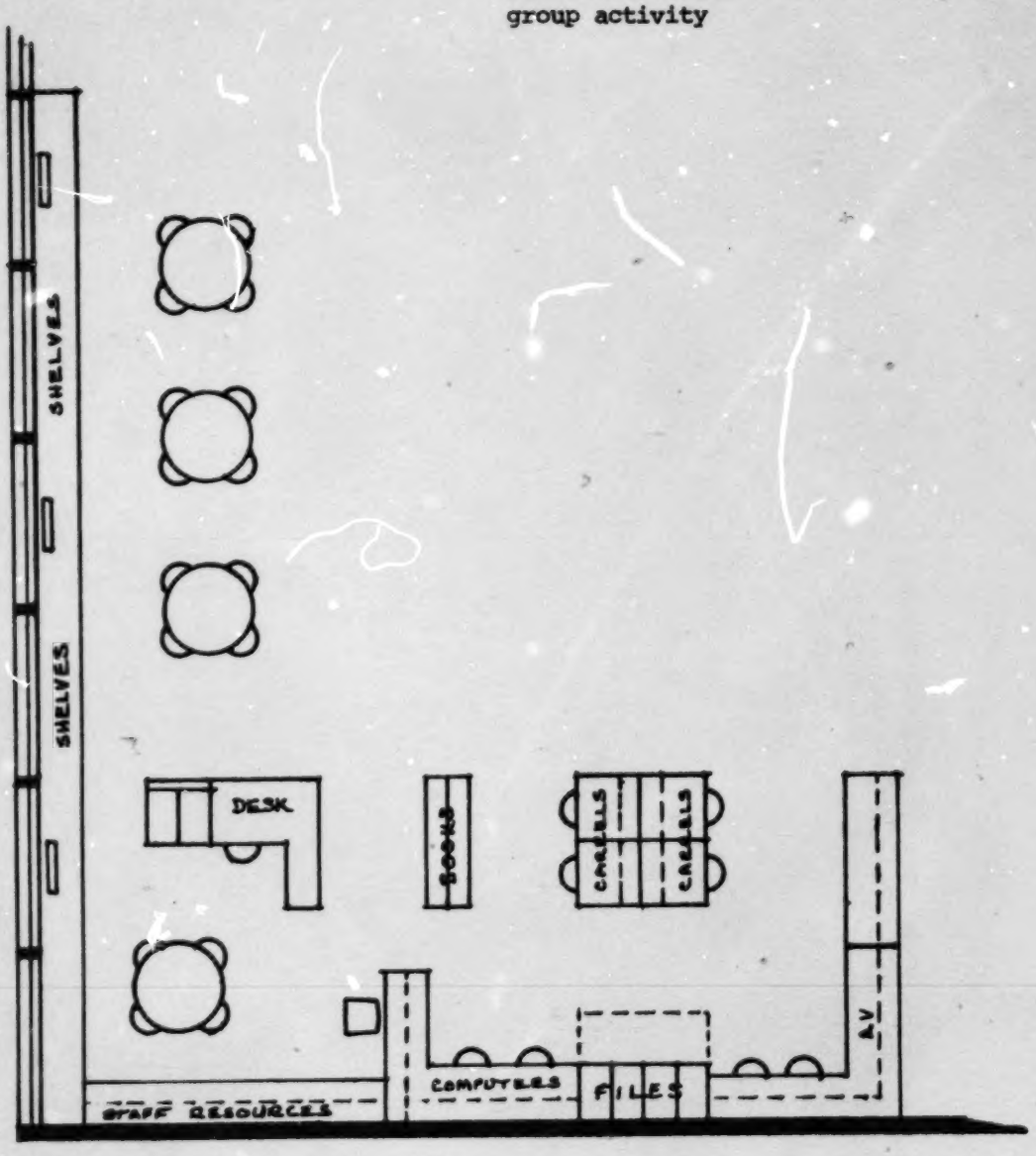
Specialist may be asked to perform duties for another department

May become identified too closely with another department



The "Walk-Through" Center (A part of the media center or large hallway)

Advantages	Disadvantages
Encourages drop-in's	Security can be a problem
Everyone knows where center is	Other people often use chairs and tables
	Many distractions when bells ring
	Difficult to use for counseling or group activity



EVALUATION

Career Learning Center Logs

In evaluating the amount and type of career learning center usage by staff and students, the Roseville Project determined that a daily log would be the most accurate and practical instrument to use. Other evaluation questions are reviewed in Implementation Booklet #3 - Evaluation.

While admittedly somewhat cumbersome to use at first, keeping the log current becomes almost an automatic reflex in a few weeks.

Following are a sample log and the coding instructions:

Secondary Career Education Project
Roseville Area Schools

CODE SHEET FOR CAREER LEARNING CENTERS

WEEK OF _____

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
I-A Student use Part of classroom assignment					
I-B Brief specialist - student; contact outside of center					
I-C Student use Not part of classroom assignment					
I-D Student use Class assignment unknown					
II-A Teacher uses center, no students					
II-B Teacher works with students in center					
II-C Other staff uses center, students possible					
III-A Brief specialist - staff contacts outside center					
III-B Specialist works with staff member					
III-C Specialist gathers material for staff					
III-D Specialist works with individual student					
III-E Specialist works with group of students					
IV-A Specialist contacts with community					
IV-B Community contacts in the learning center					

Secondary Career Education Project
Roseville Area Schools

Coding Instructions
Career Learning Center Activities

I. Student Use of Learning Center

Use tally marks to indicate the number of students who use the learning center for career education activities. Do not count students who use the center for reasons other than career education. Tally student use in one of the following three categories:

A. Student is working on a classroom assignment in career education.

B. Student's use of learning center is not part of a classroom assignment.

C. Do not know if student's use is part of a classroom assignment.

(Do not tally students who will be counted in II-B, II-C, III-D or III-E.)

II. Staff Use of Learning Center

Use tally marks or special letter codes to indicate the number of staff members who use the learning center for career education.

A. Teacher comes in to learning center to look at or check out career educational materials. Contact with the specialist is minimal. Teacher is not with students. Use tally marks to indicate number.

B. Teacher works with, or instructs, one or more students in the learning center. Code by indicating the number of students in the group for each teacher. For example, if a teacher uses the center to work with three students in a group, put the number 3 on the code sheet.

(Do not count these students in I-A.)

C. Staff members other than teachers use the learning center for career education activies. Code by using a letter to represent the individual (C - Counselor, S - Social work, L - Librarian). If the staff member is working with a student, indicate the number of students after the letter (C3, for example).

(Do not count these students in I-A.)

III. Career Learning Specialist Contacts with Staff, Students

Use tally marks or special codes to indicate the number of contacts that career learning specialist has with staff members and students.

A. Minimum contact with a staff member outside the learning center. Examples: a request by staff member for information, a note from staff member, a brief conversation regarding career education. Code by using a letter to indicate individual (T - Teacher, C - Counselor, A - Administrator, etc.)

B. Specialist has more than a minimal discussion with staff member about career education. Use a minimum of five minutes in length as a rough guideline. Use the following two-digit code:

First digit: I if contact occurred in the learning center

O if contact occurred outside the learning center

Second digit: Letter to indicate individual (T - Teacher, etc.)

Examples: IT, OC, IA, OT (outside center with teacher)

C. Specialist spends time helping other staff members by doing things such as gathering career education materials, producing career education materials. This activity is counted separately from any other staff contacts; could be done before or after other staff contacts have been tallied. Use the code letter of the staff member and the amount of time in minutes that were spent on the activity.

Examples: T-30 (thirty minutes for teacher), C-120

D. Specialist works with an individual student on career education. Must be more than directing the student to information. As a guideline, specialist must spend at least five minutes talking with student about career-related topics (career counseling). Count each student by marking:

I (occurred in learning center) or

O (occurred outside learning center)

(Do not count these students in I-A)

E. Specialist works with a group (more than one) of students on career education activities. As a minimum, the specialist must spend five minutes with the group. Use the following two-digit code for each group.

First digit: I if group met in the learning center

O if group met outside the learning center

Second digit: Number of students in the group

Example: I4 (specialist worked with group of four students in the learning center)

(Do not count these students in I-A)

IV. Community Contacts

A. Specialist has contact with community member by telephone, in-person, or specialist-written communication. If the contact is in-person, it does not occur in the learning center. Code each contact by using one of the following letter codes:

F - arrangements for a group field trip

V - arrangements for student visit to work site

Z - arrangements for staff visit to work site

S - arrangements for speaker to come to school

P - contacts with parent

E - contacts with educational instituttions other than Roseville

W - contacts with individuals in the work community.

B. Community contacts that occur within the learning center. Code each contact using the following letters:

V - student has interview with community person

S - speaker talks with a group

P - parent visits the learning center

E - representative of educational institution other than Roseville visits the learning center

W - individual from work community visits the learning center

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It is recommended that center specialists rely on a student sign-in system to help their memories. Signing in could be the first procedural step in using the center. It can ask for a minimum of information, such as:

Name	From Which Class or Study	Sign-in Time	Reason for Using Center	Sign-out Time	Materials Signed Out or Used

It will be necessary the first week or two for the specialist to make a conscious effort to record contacts in the log and it is a good idea to keep the coding sheet inconspiciously near-by for handy reference. With practice this task will become a natural part of the daily routine.

As an evaluation device, the log can be used daily throughout the year or it can be used only during specific data collecting time periods.

Following is a log illustrating activities of one center specialist at one junior high career learning center. This log is not included here to indicate what figures one should expect to see on a typical log, but rather to demonstrate the procedure utilized.

Secondary Career Education Project
Roseville Area Schools

CODE SHEET FOR CAREER LEARNING CENTERS

WEEK OF May 1-6, 1977

Activity	Monday - 2	Tuesday - 3	Wednesday - 4	Thursday - 5	Friday - 6
I-A Student use Part of classroom assignment	IIII	I	I	I	I
I-B Brief specialist - Student contact outside of Center	II		IIII	II	
I-C Student use Not part of classroom assignment	IIII IIII IIII IIII I	IIII IIII IIII IIII III	IIII IIII IIII IIII	IIII IIII III	IIII IIII IIII II
I-D Student use Class assignment unknown				I	
II-A Teacher uses center, no students					TT
II-B Teacher works with students in center		T - 2 - 50 min			
II-C Other staff uses center, students possible	C	CTA			
III-A Brief specialist - Staff contacts outside center	Sph Sph T Oph Oph Oph T Sph Sph O	TOT Sph Aph 3335 A OOOC Oph Oph TT Oph	Sph OTT	Aph Sph	O Sph TCTCTTTT Aph CTCOTT
III-B Specialist works with staff member		O - A + O - 30 min			O - Sph - 10 T - C - 15 O - T - 15
III-C Specialist gathers material for staff	3 W	2 W	3 W		2 W
III-D Specialist works with individual student			I - 1 - 15 min		I - 1 - 40 min I - 1 - 10 min
III-E Specialist works with group of students				O - 25 - 30 min (2 min) O - 25 - 30 min (2 min)	
IV-A Specialist contacts with community	Pay Pay Eph Wph	Pay Pah Wph Wph Wph Wph Wph	Wph Eph Eph Wph	W W W W W W W E E E - 30 min O (ST H Ea Eng)	Eph
IV-B Community contacts in the learning center					Wph

BUDGET CONSIDERATIONS

Staffing Costs

The major cost in establishing and maintaining a career learning center is personnel. Ideally, each building center will be staffed on a full time basis; however, the type of career learning center advocated in this booklet would require, at a minimum, half time staffing. Having a flexible work schedule for the center staff can improve services, especially for part-time staffed centers. Being available on a specified day to meet with teachers or other school staff may mean either early or late hours. Parent evening programs are another example of the need to have flexible work hours.

The actual hourly, weekly and yearly salary costs are dependent upon the type of staffing pattern used. Ideally a full time professional career education specialist will direct each center. Training programs for career education competency are usually found in career guidance and education but other competency areas have proven very helpful, including social work, vocational experience and public relations.

If budgeting constraints require the use of paraprofessionals in staffing the centers, a professional support team should be readily available and specialized inservice training provided. The professional or paraprofessional career learning center specialists might extend their efforts through the use of volunteers or paid clerical aides, which still require training and supervision costs.

Material Costs

As previously mentioned, many of the materials used in a career learning center are either free or inexpensive. However, there is a cost in personnel time to find, order, organize and update such materials. Many schools have a great deal of print and non-print material in the media center which support career education. Typically guidance departments also have a budget for career development materials. Usually in establishing a staffed career learning center, additional career materials will be required along with materials to fill gaps in such areas as decision making, interpersonal skills and the broader aspects of life-style exploration.

The total yearly expenditures for materials in maintaining a career learning center are minimal. Start-up costs will depend upon the resources already in the district.

Equipment Costs

Some audio visual equipment is very helpful, such as a sound filmstrip projector and recorders. This and other media equipment such as film projectors, screens and cassettes could be checked out of the school's audio visual department. Display shelving for pamphlets and other materials is necessary along with filing cabinets for printed materials and for individual student folders. Table and chair arrangements for small

groups are also necessary. Access to an outside phone line is a necessity. In some instances an additional private line needs to be installed if the school phones are already over burdened.

Facilities

Besides being readily accessible to students and staff, the career center home base needs to be reasonably attractive and at least large enough for 15 students. Ideally the career learning center will be large enough for a class group. Display space and poster space must be available.

Example Budgets

A hypothetical budget will be illustrated to show some typical start-up and maintenance costs for a secondary center serving approximately 1000 to 1500 students and 60 to 100 staff members. Junior high schools will usually have a greater variety of materials and possibly more audio visual equipment. Elementary career learning centers are usually not separated from the media center.

Hypothetical Career Learning Center Budget

PERSONNEL		
Professional or paraprofessional center center specialist (full-time)	$7,000.00 to	$20,000.00
(Benefits)	700.00 to	2,000.00
SUPPLIES/MATERIALS		
Print materials (start-up costs)	100.00 to	300.00
Yearly maintenance costs	100.00 to	200.00
Non-print materials (start-up costs)	250.00 to	1,000.00
Yearly maintenance costs	150.00 to	300.00
Phone	50.00 to	350.00
Postage	50.00 to	100.00
TRAVEL (local)		
First year (start-up costs)	480.00 to	1,800.00
Yearly maintenance costs	430.00 to	1,000.00
EQUIPMENT		
Sound - filmstrip projector (start-up costs)	300.00 to	400.00
Yearly maintenance costs	20.00 to	50.00
Total first year start-up costs	$8,930.00 to	$25,950.00
Total yearly maintenance	$8,500.00 to	$24,000.00

Staffing a career learning center on a half-time basis would reduce the estimated costs from $3,500.00 to $11,000.00. The variety of staffing patterns necessitates the range of estimated costs.

Appendix I

Publications Useful in IMPLEMENTING CAREER EDUCATION PROGRAMS and ESTABLISHING CAREER LEARNING CENTERS

Career Education in the Elementary School, Division of Instruction, Minnesota Department of Education, St. Paul, Minnesota, 1974.

Career Education: What It Is and How To Do It, Kenneth Hoyt, Rupert Evans, Edward F. Mackin, Garth L. Mangum, Olympus Publishing Company, Salt Lake City, Utah, 1972.

(The) Career Resource Center: Putting It All Together, Steve Sweetland and Dennis Niebeling, Minnesota Department of Education, St. Paul, Minnesota, 1975.

Cross Discipline Planning, Gerald P. Antonellis and George B. James, Olympus Publishing Company, Salt Lake City, Utah, 1973.

Educating For Career Development, Tennyson, Hansen, Klaurens, Antholz, Minnesota Department of Education, St. Paul, 1975.

Federal Agencies For Career Education Services, Office of Career Education, U.S. Office of Education, Washington, D.C., 1976.

Implementing Career Education Programs, Arland Benson, Division of Instruction, Pupil Personnel Section, Minnesota Department of Education, St. Paul, Minnesota, 1975.

(A) Resource Guide For Career Development in the Junior High School, Arland Benson, Minnesota Guidance Series, Pupil Personnel Services Section, Minnesota Department of Education, St. Paul, Minnesota, 1972.

(A) Resource Guide for Career Development in the Senior High School, Arland Benson, Minnesota Guidance Series, Pupil Personnel Services Section, Minnesota Department of Education, St. Paul, Minnesota, 1973.

Key Resources in Career Education: An Annotated Guide, The National Institute of Education, U.S. Department of Health, Education and Welfare, Washington, D.C. 20208.

Appendix II

RESOURCES REFERENCED IN TEXT

Careers (game), Parker Brothers, Division of General Mills Fun Group, Inc., Salem, Massachusetts, 1970.

Career Awareness Bingo Game, King Features, 235 East 45th Street, New York, New York 10017, 1974.

Career Decisions (game) Instructo, Paoli, Pennsylvania 19301, 1975. Available from St. Paul Book and Stationery Co., 1233 West County Road E., St. Paul, Minnesota 55112.

Dictionary of Occupational Titles, Vol. I. Definitions of Titles, 3rd Edition, Vol. II. Occupational Classification, U.S. Department of Labor, Manpower Administration, Bureau of Employment Security, 1965. For sale by Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Encylopedia of Careers and Vocational Guidance, Vol. I. Planning Your Career, Vol. II. Careers and Occupations. J. G. Ferguson Publishing Company, Chicago, Illinois, distributed by Doubleday and Company, 1972.

ERIC Center for Career Education, Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

How Well Do You Know Your Interests, Thomas N. Jenkins, Psychologists and Educators, Jacksonville, Illinois 62650, 1974.

Inside Fairview, locally developed by Lois Anne Frye, Jerry Summers, Jane Vinger covering interests and occupations for one junior high school in Roseville, Minnesota, 1975.

Kuder General Interest Survey, G. Frederic Kuder, Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611, 1963.

Life (game), Link Research Corporation, Milton Bradley Company, Springfield, Massachusetts, 1960.

Life Career Game, created by Sarane S. Boocock, Babbs-Merrill Company, Inc., developed (revised) by Robert Bergstrom, Tom Ryan, Dennis Wall, Capitol View Junioer High School, Roseville, Minnesota, 1976.

Microfiche Reader, Northwest Microfilm, Inc., 15 S. 9th Street, Minneapolis, Minnesota.

National Career Education Clearinghouse, University of Montana, Missoula, Montana.

National Network for Curriculum Coordination in Vocational and Technical Education, East Central Curriculum Management Center, State Board of Education, Illinois Office of Education, 100 N. First Street, Springfield, Illinois 62777.

Occupations Filing Plan and Bibliography, An alphabetical fields-of-work index for filing unbound occupational information (new revised edition), Wilma Bennett, Interstate Printers and Publishers, Inc., Danville, Illinois 61832, 1968.

Occupational Outlook Handbook, 1976-77 Edition, U.S. Department of Labor, Bureau of Labor Statistics, 1976, Bulletin 1875, for sale by Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Occupational View-Deck, 2nd Edition (including Temperament Check List), Chronicle Guidance Publishers, Inc., Moravia, New York 13118, 1975.

Ohio Vocational Interest Survey (OVIS), D'Costa, Winefordner, Odgers, Koons, Harcourt Brace Jovanovich, Inc., New York, New York 10017, 1972.

Payday (game), Parker Brothers, Division of General Mills Fun Group, Inc., Salem, Massachusetts, 1975.

Picture Interest Exploration Survey (PIES), Career Education Media, Inc., P.O. Box 27083, Tempe, Arizona 85282, 1974.

Popeye Comic Books, King Features, 235 E. 45th Street, New York, New York 10017, 1974.

(The) Self Directed Search, A Guide for Educational-Vocational Planning, J. Holland, Consulting Psychologists' Press, Palo Alto, California, 1972.

Steady Job (game), Mafex Corporation, available from St. Paul Book and Stationery Co., 1233 West County Road E., St. Paul, Minnesota 55112.

Strong-Campbell Interest Inventory, Edward K. Strong and David Campbell, Stanford University Press, Stanford, California 93405, 1974.

Ungame (game), Au-Vid, Inc., available from St. Paul Book and Stationery Co., 1233 West County Road E., St. Paul, Minnesota 55112.

POSITION RESPONSIBILITY WRITE-UP

Position Title	Career Learning Specialist	Date	September 1, 1977
Division	Occupational Education		
Accountable to	Coordinator of Occupational Education		
Responsible to	Building Principals		

Primary Objective of Position

To maintain a Career Learning Center and provide student and staff services as stipulated by the Coordinator of Occupational Education, in keeping with the goals of career education in the Roseville School District.

Major Areas of Responsibility

Highest Priority

For assisting students, in collaboration with the school staff, with their career development through orientation, classroom, small group and individual student activities including computer terminal information systems.

For informing staff of all departments of the services available through the centers; i.e., curriculum resources, materials searches, School-Community Resource Directory services, shadowing programs, and assisting with career related classroom activities.

For coordinating use of the School-Community Resource Directory in the building; i.e., locating in-class speakers, interview subjects, field trip sites and shadowing experiences.

Secondary Priority

For orienting parents to the services of the Career Learning Centers.

For working with a building steering committee composed of staff, students and parents.

For exploring innovations in the use of the School Community Resource Directory, student career maturity measurement, providing materials and services to adults and systematizing the District's career education delivery system.

For locating existing career related materials in the building and evaluating, procuring, indexing and inventorying other resource materials necessary to meet the objectives of career education in the District.

For sharing resources, ideas and materials with other schools in the District.

For participating in career related conferences, workshops and seminars.

Qualifications

A minimum of two years of college or equivalent experience.

Experience in working with adolescents.

Desirable: Knowledge of, or interest in career education; experience in a school setting; a variety of work experience.